



History Milestones

Historical interpretations

EFYS	Milestone 1	Milestone 2	Milestone 3
Understanding the World (Past and Present) Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.	National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources
• Begin to make sense of their own life-story and family's history • Comment on images of familiar situations in the past • Compare and contrast characters from stories including figures from the past • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Children can start to compare two versions of a past event • Children can observe and use pictures, photographs and artefacts to find out about the past • Children can start to use stories or accounts to distinguish between fact and fiction • Children can explain that there are different types of evidence and sources that can be used to help represent the past	• Children can look at more than two versions of the same event or story in history and identify differences • Children can investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different	• Children can analyse a wide range of evidence about the past • Children can use a range of evidence to offer some clear reasons for different interpretations linking this to factual understanding about the past • Children can consider different ways of checking the accuracy of interpretations of the past • Children can start to understand the difference between primary and secondary evidence and the impact of this on reliability • Children can show an awareness of the concept of propaganda • Children know that people in the past represent events or ideas in a way that may be to persuade others • Children can begin to evaluate the usefulness of different sources.



VOCABULARY

Old, new, same, different, I think, because	old, new, same, different, I think, because, clues, detective, now, then, past Memories, artefacts, people, recount, source, museum What? When? Where?	artefacts, people, recount, source, museum, point of view, beliefs, compare	archaeology, archaeologist, evidence explorers, diaries, reliability, fact, fiction, evidence, persuade
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Historical Investigations

EYFS	Milestone 1	Milestone 2	Milestone 3
Understanding the World (Past and Present) Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events	National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
• Begin to make sense of their own life-story and family's history • Comment on images of familiar situations in the past • Compare and contrast characters from stories including figures from the past • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books	• Children can observe or handle evidence to ask simple questions about the past • Children can choose and select evidence and say how it can be used to find out about the past.	• Children can use a range of primary and secondary sources to find out about the past • Children can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information • Children can gather more detail from sources such as maps to build up a clearer picture of the past • Children can regularly address and sometimes devise own questions to find answers about the past • Children can begin to undertake their own research	• Children can recognise when they are using primary and secondary sources of information to investigate the past. • Children can use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites • Children can select relevant sections of information to address historically valid questions and construct detailed, informed responses • Children can investigate their own lines of enquiry by posing



read in class and storytelling.			historically valid questions to answer.
VOCABULARY			
Finding out, people, lives, change	Finding out, people, lives, change, living memory, toys, materials, photograph, similar, different, artefact, recount, clues, historians, research, websites, fact, opinion	Primary/secondary source, evidence, discover, analyse, investigate, cause, consequence, significant	Primary/secondary source, evidence, discover, analyse, investigate, cause, consequence, significant, infer, interpretation, impact, interpretation, impact, hypothesis

Chronological knowledge and understanding

EYFS	Milestone 1	Milestone 2	Milestone 3
Understanding the World (Past and Present) Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.	National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Begin to make sense of their own life-story and family's history - Comment on images of familiar situations in the past - Compare and contrast characters from stories including figures from the past - Talk about the lives of people around them and their roles in society.	- Children can sequence artefacts and events that are close together in time - Children can order dates from earliest to latest on simple timelines - Children can describe memories and changes that have happened in their own lives	- Children can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time - Children can understand that a timeline can be divided into BC	- Children can order an increasing number of significant events, movements and dates on a timeline using dates accurately - Children can accurately use dates and terms to describe historical events - Children can understand and describe in some detail the main



- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.		(Before Christ) and AD (Anno Domini).	changes to an aspect in a period in history Children can understand how some historical events/periods occurred concurrently in different locations
VOCABULARY			
Today, tomorrow, yesterday, before, after, past, now, order, day, week, month,	Past, long ago, present, future, timeline, event, date, order, chronological order	Chronological order, sequence, century, centenary	Chronological order, sequence, century, centenary, millennium

Knowledge and understanding of Events, People and Changes in the Past

EYFS	Milestone 1	Milestone 2	Milestone 3
Understanding the World (Past and Present) Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	National Curriculum Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.	National Curriculum Children should note connections, contrasts and trends over time.	National Curriculum Pupils should note connections, contrasts and trends over time.



• Begin to make sense of their own life-story and family's history • Comment on images of familiar situations in the past • Compare and contrast characters from stories including figures from the past • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Children can recognise some similarities and differences between the past and the present • Children can identify similarities and differences between ways of life in different periods • Children know and recount episodes from stories and significant events in history • Children understand that there are reasons why people in the past acted as they did • Children describe significant individuals from the past.	• Children can note key changes over a period of time and be able to give reasons for those changes • Children can find out about the everyday lives of people in time studied compared with our life today. • Children can explain how people and events in the past have influenced life today • Children can identify key features, aspects and events of the time studied • Children can describe connections and contrasts between aspects of history, people, events and artefacts studied	• Children can identify and note connections, contrasts and trends over time in the everyday lives of people • Children can use appropriate historical terms such as culture, religious, social, economic and political when describing the past • Children can examine causes and results of great events and the impact these had on people • Children can describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
VOCABULARY			
History, change, same, different	Exploration, Monarchy, ruler, reign	Invade, peace, settle, war, Era-AD, BC, CE, BCE, decade, Empire, monarchy, enemies,	Cultural, religious, social, economic, political, ancestor, legacy, citizen, interpretation, Government, propaganda, press religious, industrial, continuity, immigration,



Knowledge and understanding of Events, People and Changes in the Past

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Understanding the World (Past and Present) Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	National Curriculum Pupils should use a wide vocabulary of everyday historical terms.	National Curriculum Pupils should develop the appropriate use of historical terms	National Curriculum Pupils should develop the appropriate use of historical terms
• Begin to make sense of their own life-story and family's history • Comment on images of familiar situations in the past • Compare and contrast characters from stories including figures from the past • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Children can show an understanding of historical terms, such as monarch, parliament, government, war, remembrance • Children can talk, write and draw about things from the pasts • Children can use historical vocabulary to retell simple stories about the past • Children can use drama/role play to communicate their knowledge about the past	• Children can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms • Children can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides • Children can start to present ideas based on their own research about a studied period.	• Children can know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious • Children can present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports • Children can plan and present a self-directed project or research about the studied period.



VOCABULARY

	Monarch, parliament, government, London, gunpowder plot, Guy Fawkes, religion, treason Samuel Pepy's diary Cathedral, 17 th Century, ruler Monarchy, king, queen, reign	ruled, reigned, empire, invasion, conquer, kingdoms, Stone Age, agriculture, hunter-gatherer, migration, settlement, tribe ancient, civilisation hieroglyphics, the Nile, pharaoh, tomb, enslavement Invaders, settlers, conquest, empire, trade, archaeology, Pagan, pillaged, raid, exile, outlawed.	Ancestor, citizen, cultural, social, trade, ancient, civilisation, democracy, legacy, myth Nation, occupation, peace, power, propaganda, society, war, battle, conflict, invasion, allies, evacuation, persecution, rationing Maya, Civilisation, codices, drought, jaguar, maize, scribes
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